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ABSTRACT

This manual provides the basis for a 10-hour advanced course of instruction to be offered for those school bus drivers who have successfully completed a basic course. The course is composed of five units. The pupil control unit attempts to develop in the school bus driver an understanding of the functions of discipline and his relationship to the philosophy and policies of his school district and suggests practical techniques for applying good discipline principles. A maintenance and inspection unit emphasizes the driver's responsibilities in skillful driving and preventive maintenance. One unit describes the key role the school bus driver can play in community public relations. Emergency and safety procedures are considered in another unit. The final unit describes the testing and evaluation of driving skills and points out the need for constant alertness and periodic reevaluation of driving skills.
(Author/DN)

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ADVANCED TRAINING COURSE FOR SCHOOL BUS DRIVERS

A Manual for Instructors

1973 Reprint

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FOREWORD

It is generally agreed among school administrators and transportation supervisors that periodic training programs for school bus drivers are essential in the development of successful school transportation operations.

There already exists a basic training program for school bus drivers. This course of study is contained in the "Manual for the Instruction of School Bus Drivers" issued by the Division of Educational Management Services, State Education Department.

This second "Advanced Training Course for School Bus Drivers" is intended to provide the basis for an advanced course of instruction to be offered for those drivers who have successfully completed the basic course. Unlike the basic course,which specifies 20 hours of instruction, the advanced course requires only 10 hours.

The advanced course of study contains a review of the more important aspects of the basic course with greater depth in instruction provided. As developed in this manual, the course of study calls for increased participation by the drivers themselves and emphasis in developing the professional driver, i.e., a driver who can handle his responsibilities in any situation and is a genuine asset to a transportation program.

This advanced manual was prepared in answer to numerous requests from school officials throughout the State. The original draft of the manual was prepared by the Driver Training Research Committee of the New York State Association of School Business Officials under the Chairmanship of Mr. Donald Scott, Assistant District Principal, Penfield Central School. Other committee members were: Mr. Robert Hausner, Business Manager, Gates-Chili Central School; Mr. Joseph Slack, Business Manager, Brighton School District #1; Mr. Richard Ogden, Assistant Superintendent, Canandaigua City Schools; and Mr. L.E. Leader, former Business Manager, Brockport Central School.

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THE ORGANIZATION AND STRUCTURE OF AN ADVANCED TRAINING PROGRAM FOR SCHOOL BUS DRIVERS

The proper training of school bus drivers is the cornerstone of a good pupil transportation program. In the organization of such a training program every consideration should be given to the elements which will help to assure success.

These elements include:

1. The selection of an appropriate time and place for conducting the sessions.
2. The determination of an appropriate class size. In this regard, it has been found that the most effective learning takes place in classes where the enrollment is 35 or less.
3. The selection and use of effective instructional materials. Motion pictures, film strips, and slides should be carefully previewed by instructors well in advance of their use to insure their relevance to the topic under discussion.
4. The careful selection of the instructors who are to present the material. Instructors who are thoroughly familiar with the material and who have had some teaching experience are preferred.
5. The appointment of an over-all coordinator who will exercise general supervision over the program. His duties will include the selection and "briefing" of instructors, organization of the units to be presented, and evaluation of the program.

In conducting a bus driver training course, there is no substitute for careful planning and continuous evaluation in assuring the success of the program.

UNIT I

PUPIL CONTROL

1. Purpose of Unit

This unit attempts to develop in the school bus driver an understanding of the functions of discipline and his relationship to the philosophy and policies of his school district.

In order to achieve this end it will be necessary to describe some of the typical needs and characteristics of the children with whom he will come in contact during the course of his daily work.

The unit should suggest to him some principles of maintaining good discipline and aid him in developing some practical techniques for applying these principles.

2. Instructors

The purpose and scope of this unit require that it be taught by someone with a deep understanding of children and an appreciation of the everyday problems which arise in the daily routine of a school.

Since this unit is closely tied to school district policy, it would seem appropriate that the instructors should be drawn from the ranks of school principals who will be able, to a large extent, to draw upon their own experiences.

It is suggested that if more than one instructor is to be used, the discussion leader should be a school principal with the panel to include some transportation personnel.

3. Method of Instruction

The nature of this unit requires that a certain amount of class participation be encouraged whenever possible.

An understanding of the true meaning of discipline can be imparted to the members of the group by a variety of teaching techniques which should be carefully chosen to fit the particular group and situation.

An appropriate film followed by a critique and discussion by a panel is often effective.

Problems drawn from existing situations can be presented for solution by the group under the careful guidance of a discussion leader.

Some of the views and attitudes of pupils and their parents may be obtained by means of personal interview and/or written questionnaires and then presented to the school bus drivers for their reactions. A guided discussion along such lines can produce beneficial results.

The instructor or discussion leader should gear the unit to the level of understanding of the group, avoiding the excessive use of psychological expressions without losing sight of the stated goals.

4. Unit Outline

A. FUNCTIONS OF PUPIL CONTROL

1) To prepare students to adjust themselves easily to life outside school unit by:

   a. Creating and preserving conditions on the bus necessary for safe operation of the vehicle.

   b. Instilling self control in the pupils.

   c. Promoting respect for rights of others.

   d. Encouraging a sense of responsibility and respect for authority.

2) To create better public relations.

3) To improve efficient operation of the bus and bus fleet.

B. CHARACTERISTICS OF A WELL DISCIPLINED BUS

1) The bus is clean and well kept.

2) The pupils practice a proper amount of self restraint for their developmental stage.

3) The bus driver adheres strictly to the schedule.

4) The pupils themselves frown upon "horseplay."

5) The pupils enter and leave the bus in an orderly fashion.

6) The pupils remain seated after entering and before leaving the bus.

7) A friendly but not intimate feeling exists between the driver and the pupils, especially at the secondary level.

8) The pupils refrain from thrusting their arms out of the window and keep their legs out of the center aisle.

9) The pupils hold conversations in a normal tone of voice so that driver distraction is kept to a minimum.

10) The authority of the driver is accepted by the pupils.

11) The rules of conduct are well established and there is a high degree of compliance on the part of the pupils.

C. THE HANDLING OF DISCIPLINE CASES

1) Each case of discipline should be handled in the light of the function of discipline and the expected behavior pattern outlined in this unit.

2) Continual discipline problems should be looked upon as malfunction of the group. The driver should, therefore, diagnose the group as well as the individual. The real trouble may not be where you think it is.

3) The remedy applied should not jeopardize the welfare of a number of other individuals on the bus.

4) The remedy or punishment should aim to improve the individuals concerned.

5) Punishment should be the natural consequence of the offense, or should be appropriate to the offense. It should not be unusual or cruel.

6) The driver should know the law in regard to the types of punishment that are permissible.

7) The driver should evaluate his own role in the problem. Sometimes drivers actually create problems by not adhering to rules, or by the manner in which they enforce the rules.

8) Every school should have an established policy for emergency discipline.

D. BEHAVIOR PATTERNS

The material presented below is intended as an outline of expected child behavior and attempts to point out some of the needs and characteristics of the various age groups.

It should be remembered that it is the unexpected rather than the expected which is the source of many of a school bus driver's problems and, therefore, this should be carefully pointed out by the instructor.

1) Typical Behavior Patterns - Ages 5-7

a. Expression through movement and noise is necessary for growth.

b. It is part of the child's development to play in mud, wade in puddles, fall in snow, walk in fallen leaves, and roll down hills.

c. The child needs training both at home and in school in habits of personal hygiene: covering coughs and sneezes, using the handkerchief, keeping the fingers away from the mouth and nose, etc. He needs training in choice of clothing appropriate to weather.

d. He has urges to action and is still for only a short time. He is interested in the activity, not in the result.

e. He is becoming self-dependent.

f. The child can abide by certain safety precautions: cross the streets on signals, etc. He can understand the necessity for remaining away from those who have contagious diseases.

2) Typical Behavior Patterns - Ages 8-10

a. He now has a wider range of interests and a longer attention span.

b. He is learning to cooperate better.

c. He desires prestige and may seek it through size, boasting and rivalry.

d. Sex antagonism may be acute. Sex interest is not detailed.

e. The child needs an assured position in a social group.

f. It is as important for children to learn to be good followers as it is for them to learn good leadership.

3) Typical Behavior Patterns - Ages 11-12

a. The children of this age are strongly individual. They differ widely in physical maturity and in temperament.

b. Competition is keen. There is respect for good sportsmanship. The unskilled child is self-conscious about undertaking new activities.

c. There is a shift to own-age codes. Prestige is more important than adult approval. The gang interest is changing to interest in one or two "best" friends.

d. There is a strong interest in sex. These children may be emotional about bodily changes. Sex consciousness may cause self-consciousness and shyness with the opposite sex. Teasing may denote sex attraction.

e. It is as important for children to develop good spectatorship as it is for them to develop good sportsmanship.

f. A ravenous but capricious appetite may be noted.

4) Typical Behavior Patterns - Ages 14-16

a. The child of this age may have reached physiological adulthood but lacks experience. He may exhibit a "know-it-all" attitude. He is intensely emotional. He is seeking his own place in the life around him. There may be emotional instability while striving to understand social realtionships.

b. The desire to conform to standards of the age-group is stronger that the response to adult guidance.

c. Boys like to be thought big, strong, and healthy. Girls desire prettiness. In both sexes there is interest in the emphasis on physical attractiveness and good grooming. However, because of a strong desire for uniformity, studied oddities in dress may be followed by all for some time.

d. Children of this age need unobtrusive adult guidance that does not impinge upon their own feeling of being adults. A balance between security and freedom is needed.

e. During adolescence there may be an almost unlimited admiration of some adult whom he considers to be outstanding.

UNIT II

MAINTENANCE AND INSPECTION

1. Purpose of Unit

Excellent driving skills alone do not make a competent school bus driver. The conscientious driver learns how to recognize and even anticipate mechanical problems. He acquires driving techniques which add to the life expectancy of the vehicle he drives. He inspects his vehicle daily and reports all actual and suspected malfunctions promptly and accurately.

This unit should be taught in such a way that the driver will be made aware of the need for a good program of maintenance and inspection and will be shown how his participation can make this program effective.

The unit should emphasize the driver's responsibilities in skillful driving and preventive maintenance.

2. Instructors

Since this unit deals with subject matter of a technical nature, it will be necessary for the instructors to be well versed in their fields, and able not only to instruct but also to advise the students on technical questions which may arise in the course of the discussion.

It is suggested that this unit be taught by a team of instructors consisting of specialists in the various mechanical aspects of a school bus. A typical team might consist of:

A. A manufacturer's representative, who can present the theory and the purpose behind various aspects of the vehicle's design as they relate to the driver himself.

B. A representative or inspector of the Department of Transportation, who can advise on inspection problems.

C. A chief mechanic or transportation supervisor, whose actual experiences can provide helpful insight into the maintenance and repair aspect of this unit. This instructional team should be led by an able transportation supervisor or school official who is primarily a good teacher and able to coordinate the talents of the teaching team.

3. Method of Instruction

Instructors must prepare for this unit with the realization that many of the drivers in attendance will not have a clear understanding of the basic mechanical functioning of an automotive vehicle, and hence the employment of clear, well designed visual aids will go far in achieving the purposes of the unit.

The subject matter of this unit lends itself well to the use of audio-visual techniques. The effective use of an appropriate film can be the focal point for a panel discussion by the instructional team.

Instructional aids, which illustrate the mechanical and structural aspects of vehicle design can be used effectively in teaching the "why of it."

It is suggested that drivers be given an opportunity to participate in a question box session or that questions be asked of the individual drivers. Well composed hypothetical and/or actual cases can be presented to the class for examination and reaction.

Materials such as sample daily report sheets and driver self-rating sheets can be designed by the instructor to fit the particular locale and distributed to the members of the class.

4. Unit Outline

A. AREAS OF RESPONSIBILITY

1) Driver's Responsibility

a. Basic daily inspection routine.

b. Daily report.

c. Understanding of his role in the maintenance program.

d. Compliance with breakdown procedures.

2) Mechanic's Responsibility

a. Follow-up of items on driver's report.

b. Monthly or mileage inspection report.

3) Transportation Supervisor's Responsibility

a. Check each daily report and refer to mechanics, if necessary, or set up a system for proper referral of reports and necessary follow through.

B. REPORTS

1) The daily report should be completed promptly and turned in on time. The completed report should indicate any possible malfunction or deficiency by proper name.

C. MAINTENANCE PROGRAM AND DRIVING HABITS

1) The good driver not only is conscientious in reporting suspected deficiencies, but also has developed and uses driving skills that are a definite factor in an economical maintenance program.

2) How to Conserve Tires

a. Reduce mileage.

Avoid unnecessary driving.

Use bus only on scheduled trips.

b. Drive at low speeds.

Tires will go twice as far at 30 miles an hour as at 50 miles an hour.

High speed is much more harmful to tires in hot weather than in cold. They wear six times as fast at 100 degrees as at 40 degrees.

Drive slowly especially on roads with sharp projecting stones.

Drive slowly on curves and turn slowly. Speeding around curves multiplies tire wear as much as ten times in some cases.

c. Never let tire pressure get below that recommended by the tire manufacturer.

Slight under-inflation increases tire wear considerably. Six pounds under-inflation for a tire which should carry thirty pounds of pressure will cut life of tire at least 20%.

Learn what the pressure should be and check all tires, including spare, once a week. See that each tire has its valve cap screwed on tightly.

d. Avoid striking rocks, holes, curbs, glass and other objects.

Anything which produces a sudden sharp bend in the casing, especially if the tire fabric is crushed between the rim and a hard object, is likely to break cords within the tire and then other cords break around the unseen weak spot and the tire later fails.

Cuts or bruises in the side wall will greatly shorten the life of the tire.

e. Make a periodic inspection.

Inspect tires weekly for cuts, snags, bruises, imbedded nails, glass, and gravel. Have a vulcanized repair made at once if a flaw is found. Minor cuts tend to grow deeper. Water and grit get in at flaws and will later destroy the cord structure inside the tire.

f. Avoid jumping starts and screeching stops.

They scuff off much more tire tread than many realize. One ten-foot skid takes many miles off tire life.

g. Keep brakes adjusted so no one tire does more than its share of braking.

h. Switch wheels every 5,000 miles.

This will assure approximately even wear on all tires and increase tire life.

The most important point is to get each tire used in each position. Know which switching plan you are using and stick to it.

i. Have wheel alignment, play and balance checked twice a year.

Driving a bus with a wheel one-half inch out of line on a dry pavement is approximately equivalent, in tire wear every mile, to an 87-foot direct side skid. Wheels out of line can shorten tire life one quarter or more. Too much play in the steering system also causes spotty wear of tires.

j. Use tires of proper size and do not overload the bus.

k. Keep oil and grease off tires.

Oil and grease cause rubber to deteriorate or rot.

3) Keeping the School Bus Clean

a. A clean school bus provides a healthy atmosphere for the pupils, aids them in developing clean living habits and creates a favorable psychological effect. Cleanliness prevents the spread of germs and therefore cuts down the possibilities of spreading disease.

b. The school bus driver should enlist the cooperation of all the pupils in keeping the bus clean and neat. The school bus monitors might assist the driver in a brief inspection before the pupils leave the bus. The children should never be allowed to eat on the bus. This not only violates proper health habits but tends to make the school bus untidy and unclean.

c. Daily routine includes:

Sweeping the floor.

Dusting seats and inspecting for damage or breakage.

Cleaning the windshield, side windows and mirrors.

Removing mud from exterior of bus at first opportunity.

Checking exhaust and heating apparatus to make sure no carbon monoxide gas is reaching the interior of the bus. Do not run the engine of the bus in a closed garage. Carbon monoxide gas is fatal in very small concentrations.

Removing all books, book bags, lunch baskets, pails and other school utensils which have been left by the pupils. These should be turned in to the office or to whomever the principal has delegated.

d. Weekly routine includes:

Sweeping and washing the floor with a good disinfectant.

During epidemics washing the entire interior of the bus with a good disinfectant.

Washing exterior of bus.

Cleaning and checking doors and windows for damage.

Dusting interior of bus.

Cleaning dashboard.

4) Diagnosing mechanical troubles and making emergency repairs when noise develops.

a. Engine noise

Check external conditions of engine for evidence of defective gaskets, cracks, leakage of water or oil, or high temperature.

Stop motor and check oil level.

Check cooling system.

b. Rear end noise

Check dual wheels for stones between tires.

Check grease level by removing differential filler plug.

Check tires for breaks or fissures.

If trouble cannot be located, do not move bus.

5) What the school bus driver should do in case the engine is not functioning properly.

a. Battery

Check water in battery.

Check all visible wiring.

Check battery and connections.

b. Coils and distributor points

Look for grease or moisture inside distributor.

Check for broken distributor cap.

Check coil connections.

6) What the school bus driver should do when engine is misfiring

a. Spark plugs

Check for broken porcelain.

Check if spark is going through or making connections.

b. Distributor

Check distributor for current from coils to distributor.

Tighten condenser connections.

c. Fuel System

Check for water in gas.

Check fuel supply.

7) What the school bus driver should do in case of flat tires

a. Stop at first safe place.

b. Put spare tire on as soon as possible.

c. Tighten tire lugs as much as possible at the time and tighten every ten miles until tight.

8) What the school bus driver should do in case of vapor lock in the fuel pump

a. Pour water on fuel pump.

b. Blow out gas line.

c. If possible, put on a new fuel pump.

9) What the school bus driver should do in case of a bad break in tail pipe or muffler

a. Make temporary repairs.

b. If unable to make repairs, lower windows in the front part of the bus and proceed to repair shop.

The driver should never attempt a repair with which he is not thoroughly familiar. His role in most instances, is to help the mechanic in diagnosing the source of the trouble by giving him information regarding the functioning of the vehicle.

UNIT III

PUBLIC RELATIONS

1. Purpose of Unit

The importance of the image presented to the public by the transportation program of a school district can never be underestimated. The courtesy or lack of it exhibited by the school bus driver on his daily trips may help to formulate strong attitudes in a number of residents of the school district. The telephone manners of the clerk or bus dispatcher may help to influence parents for good or ill. The promptness and courtesy shown by school officials when replying to an inquiry or complaint may have consequences which far outweigh the original point at issue.

It must be remembered that along with its responsibility to provide safe, efficient and economical transportation, the school district has the opportunity and the means to exert an enormous influence for good and to win many friends in the community and, in this, the school bus driver can be the key figure.

2. Instructors

This important unit can best be presented by an instructor or team of instructors who are thoroughly familiar with this ever present problem of public relations in a local school district. A chief school administrator will be able to present this subject as it appears to him as the person who is the most vulnerable target for public criticism. A transportation supervisor will be able to present the view of one who must deal directly with the drivers, the school administrators and the public.

A private contractor with local experience can present his views of this problem and an experienced school bus driver will be able to offer sound suggestions drawn from personal experiences.

It is suggested that a group composed of the above-mentioned people could make an excellent presentation of the material contained in this course outline.

3. Method of Instruction

Although this unit is particularly well suited to the case study method, it lends itself well to a variety of techniques.

A brief presentation by a team of instructors followed by the examination of real or hypothetical cases can provide an effective learning situation, especially if the members of the class are given an opportunity to participate in the problem solving.

In presenting such cases,it is recommended that a brief written account of each case be given to the members of the class and that large charts and/or diagrams be used when necessary.

Vivid visual effects may be obtained by using transparencies in an overhead projector. This technique is especially adaptable to local conditions and may be used to illustrate traffic problems and their solutions.

The use of the tape recorder should not be overlooked in recording such things as a driver's explanation of how an accident occurred or the statement of a parent or resident on how the transportation program affects him.

The instructors should try to detect and combat any driver attitudes which reflect antagonisms towards other motorists, the police,or the general public.

The instructional approach used in this unit should emphasize the need for cooperation from all parties if the goals of safety, efficiency and economy are to be achieved.

4. Unit Outline

A. DEFINITION

Public relations seeks to bring about a harmony of understanding between any group and the public it serves and upon whose good will it depends.

B. IMPORTANCE

1) Confidence of taxpayers in the school transportation program affects their willingness to support the educational program because:

a. The school bus is the only contact some people have with the school.

b. A good educational program can be penalized by a poor transportation program.

c. The bus driver is frequently observed by the public.

d. The public is very critical of lack of driving skill in bus drivers.

2) Parent Cooperation

a. This is a valuable asset to transportation in the area of discipline.

b. Much better support will result if parents have respect for and confidence in the transportation program.

3) Driving Public

a. Many motorists become irritated by slow speeds and frequency of stops of school buses.

b. Irritated drivers are a hazard to themselves and to pupils.

c. The public is very critical of school bus drivers and their driving habits.

d. The public is critical of safety practices of children both on and off the bus.

C. SPECIFIC RESPONSIBILITIES

1) Observe all traffic signs, rules and regulations.

a. All traffic signs, rules and regulations must be observed to the very letter of the law because:

The public expects top performance--better than their own habits.

Students take pride in a cautious, professional driver.

b. Violations of any traffic law or good practice suggest incompetency and decrease confidence because:

Parents are very concerned if they observe "their" bus driver violating any good safety practice or any law, regardless of circumstances.

The public is alienated by observing any questionable practice by a school bus driver.

Students lose confidence in the driver and enjoy telling of the shortcomings of bus drivers.

2) Observe all safety precautions.

a. Obeying the rules is not enough--drivers must use good judgment, initiative and resourcefulness becuase:

They must expect the unexpected--anticipate the mistakes of other drivers.

Children do unusual things. Drivers must observe extreme alertness at loading and unloading to safeguard the welfare of their passengers.

b. All circumstances cannot be controlled, but the driver must control two factors--the bus and the students.

3) Be courteous, considerate, consistent.

a. Many school bus drivers undermine public relations by their attitude toward drivers of other vehicles because:

They believe they have a responsibility to force others to concur with their own concept of safe practice.

They enjoy stopping traffic and in other ways exercising authority.

They blame others for accidents or "near misses" caused by their own bad judgment or inconsiderate attitude.

They hold up a long line of traffic where stops are frequent or a student is tardy.

b. Parents and students respect and admire the courteous, considerate driver who treats all students in a consistently "fair" manner.

c. There is nothing to be gained by being discourteous and inconsiderate.

d. Irritated drivers are a hazard to themselves and the school bus passenger.

e. The safest place on the road is the share that no one else wants--not necessarily the share that is legally yours.

4) Appearance and condition of the vehicle.

a. Appearance of buses affects the attitudes of parents and children toward transportation program because:

Buses that are always dirty indicate a sloppy, haphazard approach and foster a lack of confidence.

Children who ride on buses that are dirty tend to be careless and more destructive.

b. Clean, well-painted buses are cause for pride on the part of taxpayers and foster respect for school and transportation programs.

c. Clean, well-painted buses are a source of pride to the drivers.

5) Bus discipline.

a. Poor discipline is a source of poor public relations because:

Children do not respect (or like) a driver who cannot maintain order.

Parents are always seriously concerned about reports of lack of discipline on the bus.

The driving public forms poor impressions of a school while watching horseplay in the back of the bus.

b. Good discipline is valuable public relations because:

Students appreciate a driver who maintains order and gives all riders his assurance that they will not be victims of the bolder passengers.

Parents appreciate a driver who insists on order and have confidence in a transportation program which promotes good behavior.

Orderliness of students waiting for buses is an indication to the driving public that the transportation program is a safe, effective one.

6) Time schedules.

a. Inconsistent time schedules create poor relations because:

It is difficult for children to know when to meet the bus if it never arrives twice at the same time.

Parents become exasperated at drivers who come "any time."

Parents are reluctant to have children out by the road if it is not possible to depend upon the driver to be on time.

b. Consistent time schedules are a valuable asset in good public relations because:

It is good for children to have certain deadlines to meet daily.

Parents appreciate knowing exactly when to expect the bus.

Parents and other taxpayers take great pride in being able to say, "you can set your watch by that school bus."

Parents naturally have more confidence in a driver who maintains a consistent time schedule because:

He never will be "pushing" to make up time.

He is more likely to have a cool head in an emergency.

7) A genuine interest in his job and his passengers is our most valuable public relations device. Parents are most responsive to a school and a transportation program that takes a real interest in their children. This interest is expressed in many ways, such as:

   a. Knowing the names of the children.
   b. A friendly "Good morning" and a friendly "Good night" each day.
   c. A friendly wave to parents.
   d. A card to a child who is ill for a long period.
   e. A telephone call inquiring about a child who is ill or the victim of an accident.
   f. Listening to the "little ones" tell of their important achievements.
   g. A slight wait for the occasional tardy passenger.
   h. A small favor--once in a while.

8) Loyalty to the school district.

   a. Since bus drivers work for the school, anything they say about the school is considered as fact.
   b. Drivers may unwittingly undermine the school program by making personal comments about phases of the program with which they are not at all familiar.
   c. Drivers must use good judgment about what they say about other drivers. It is not one driver's responsibility to evaluate, pass judgment, or discuss the weak points of another driver.

9) Know and support all school district policies, rules and regulations.

a. It is the drivers responsibility to know the transportation policy as it applies to his route or routes. He also is responsible for knowing all rules and regulations of the district in regard to transportation.

b. It is important that all be treated fairly and equitably under a transportation policy. A driver who makes exceptions will create considerable ill will for the school.

UNIT IV

EMERGENCY AND SAFETY PROCEDURES

1. Purpose of Unit

The individual who has a cooperative spirit in his approach to school bus driving will automatically become part of a "team" that can achieve the goal of safe school transportation.

It must be remembered that each school bus driver will react differently to similar situations, conditions and problems. Therefore, a unit to help solve all problems is virtually impossible. It is intended that this unit, "Emergency and Safety Procedures," as outlined will advance the driver to a new awareness of the challenge that he faces in driving a school bus.

2. Instructors

Perhaps in no other unit will the instructors find that the members of the class are more convinced of their own "expertness." Not every driver is willing to admit that his personal driving skills and safety habits are less than perfect. For this reason the instructor of this unit must have, in addition to a wealth of field experience, the ability to break through the barrier of overconfidence and work with the class in such a way as to encourage self-evaluation by each member.

While the active participation of all members of the class is highly desirable, the instructors must skillfully guide the discussions along constructive paths.

It is suggested that this unit be taught by a team or panel of instructors composed of members with particular qualifications in their respective fields. A typical panel or team might consist of: (a) a police official whose special responsibilities are in the field of traffic management or safety, (b) a school nurse or doctor who has had some experience in the handling of motor vehicle accidents, (c) a school administrator with pupil transportation experience, (d) a transportation supervisor.

3. Methods of Instruction

This unit lends itself to a variety of teaching methods. There are several excellent films available which illustrate good and bad driving habits. The technique of momentarily flashing a situation upon a screen by means of a film-strip or slide projector and examining the impressions received by the class members is especially effective in emphasizing the need for constant alertness.

The case study method is especially effective in obtaining class participation, but the cases presented for study must be carefully prepared and as realistic as possible if they are to be effective. This latter method might include a review of the kind and frequency of local school bus accidents. This could include graphic reconstructions of actual situations with each member of the class offering a solution to the problem.

The training aids and instructional materials must be carefully prepared by the instructors and should attempt to take local situations and problems into consideration.

4. Unit Outline

A. EMERGENCY DRILLS AND EMERGENCY DISCIPLINE

1) Emergency Drills

a. The emergency drills on school buses required by Section 3623 of the Education Law shall include practice and instruction in the

location, use and operation of the emergency door, fire extinguishers, axe, first-aid equipment and windows as a means of escape in case of fire or accident. They shall include situations which might result from both fire and accidents. Such instruction and the conduct of the drills shall be given by a member or members of the teaching staff.

b. A minimum of three such emergency drills shall be held on each school bus during the school year, the first to be conducted during the first week of the fall term, the second prior to January first and the third prior to May first.

c. No emergency drills shall be conducted when buses are on routes.

d. The school authorities shall certify on the annual report to the State Education Department that their district has complied with these regulations.

2) Possible Techniques for Emergency Discipline

a. Pull off the roadway, at a safe place, if possible.

b. Reassign the seats of those apparently misbehaving.

c. Insist on absolute quiet.

d. If, on take-home trip time and distance allows, return to school with the full load of pupils. (If several are unruly.)

e. Take names of individuals, if known, report same to school building principal for possible procedure which would also involve the parent.

f. Under no circumstances should you put a pupil off the bus while going to or coming from school, however, a revocation of bus riding "privileges" is possible after due process by school authorities.

B. VEHICLE OPERATION AND ROAD TRAVEL

1) Driving Habits

a. Good habits

Self Control

(1) Remain calm at all times

Obedience to:

(1) School regulations

(2) Local, state and national regulations

(3) Other, (common sense practices)

No Smoking

Avoid objects, etc. in roadway

Proper loading and unloading of pupils:

(1) Enroute

(2) At destinations

b. Poor habits

Driving with entrance door open

"Activating" flashing red lights too soon

"Cutting"corners

Excessive and "unreasonable"speeds

"Show off" attitude

2) Defensive Driving

a. Safety is first, schedules are secondary. Safe driving takes precedence over all other considerations.

b. Definition of a safe-defensive driver is one who is careful not to commit driving errors himself, who makes allowances for the lack of skill or the lack of proper attitudes on the part of other drivers, allows for weather and road conditions or the actions of

pedestrians and other drivers. He keeps continually on the alert, recognizes an accident-producing situation far enough in advance to apply the necessary preventative action and concedes the right of way when necessary to prevent an accident.

c. You must test the brakes before operating your school bus. You must drive within the mechanical limitations of your bus. If brakes are not sufficient for safe operation, park the bus off the road if possible, and immediately call your supervisor. Better yet, don't start on a trip when brake condition is questionable.

d. Windshields and mirrors are to be kept clean for clear visibility. Crack the side window open for proper ventilation if necessary and report any defective defroster. Check heater hoses and hose clamps for leaks. Mirrors are to be properly adjusted. Report for repair any cracked or defective mirror. A hand cloth should be in every operator's kit.

e. Smooth starts and smooth stops will prevent personal injuries and preserve equipment. Reduce your speed over rough roads. Gears are to be meshed without clashing. Bus is to be held by foot brake on any grade and not by power.

f. Avoiding collisions at intersections is the bus operator's responsibility. Approach at a prudent rate of speed, observe to right and left and have bus under control to stop if necessary. Professional school bus drivers often come to complete stops at all rural road intersections. Before making a turn, make sure that no vehicle is approaching from the rear and that the turn can be made without interference with oncoming traffic or pedestrians. Use turn signals. Get into proper lane for a turn.

g. Be sure of clearance before attempting to pass, sound horn if needed, and check for clearance before returning to your proper lane. Use mirrors and turn signals when changing lanes.

h. When following traffic, maintain a safe braking distance between your bus and the vehicle ahead for full assurance that you can stop should the vehicle ahead make a sudden stop. There is no excuse for colliding with the vehicle ahead.

i. When you approach a stop to pick up children, give a right turn signal when you are certain the move to the right can be done safely. Then turn to the right and establish your position in the correct stopping lane. Be sure to neutralize the right turn signal at this point. Pull to a stop allowing plenty of room for unexpected actions of the children. There will never be any excuse for running over a child who is unexpectedly pushed in front of a school bus by others around him, or who suddenly makes a move placing him in such danger. Allow every student to be seated before starting.

j. When pulling onto the highway, check to make sure that the move can be done with safety. Give a left turn signal then move out into traffic neutralizing the left turn signal when you have established your position in the right hand lane of traffic.

k. When stopping, aim high in traffic, check passengers, and traffic following in the rear view mirrors before making a smooth stop. Make the stop in a manner so as not to endanger passengers or place the bus in danger of being struck in the rear by another vehicle.

l. Be certain that all backing movements can be done with absolute safety. Be certain that there is no child behind the bus. Be certain there are no vehicles behind your bus in a place where you could back into them. Get a guide whenever possible. Eliminate backing on the school ground.

m. No bus shall be driven at a speed greater than is reasonable and prudent, having due regard for weather, traffic, and road conditions. A maximum route speed of 35 miles an hour is recommended. At a maximum speed of 35 miles an hour you will be able to complete your route in reasonable time.

n. Whenever passengers must stand while the bus is in operation, make certain that they move to the rear and that none are standing ahead of the stanchion bars. No one should be in the stairwell.

o. All lights on a school bus must be in operating condition. Burned out or defective lights must be repaired before operating the school bus under conditions where these lights must be in operation.

p. No passenger is to be permitted to board or alight while the bus is in motion. Doors must be kept closed while in motion.

q. School bus operators shall give pedestrians the right of way at all times.

r. Make an effort to get a disabled bus out of the roadway and into a safe place where it is protected from further damage. It is recommended that emergency equipment such as flares and flags be displayed.

s. When you have knowledge of road hazards, such as ruts, or holes in the roadway, dangerous bus stops, projecting objects such as tree limbs or leaning poles, make a report to your supervisor for

investigation and correction. State road commissions, generally speaking, are responsible for brushing out roadways so that buses can operate without damage to the vehicle or injury to the passengers within the vehicle. With school buses this is especially important. During the fall and late spring, when the days are warm, the children often lower the bus windows. When a bus with lowered windows drives past brush, twigs on the brush slap along the side of the bus much as a stick will rattle down a picket fence. As the twigs rattle they vibrate faster and faster until parts of the limbs actually break off. These parts have been known to fly into the bus and injure students. Be especially cautious when operating a bus under these conditions.

t. To store the bus, at the end of each run, it must be parked well off the roadway, where it cannot become a confusing hazard to other motorists. Don't expect them to know you are not using the bus. They can't outguess you.

u. Do not allow your bus to stand beside the road while you take a "coffee break." Better yet, take the break after you have stored the bus for the day.

C. ACCIDENT REPORTING

1) The reporting of accidents or mishaps in writing cannot be emphasized too strongly. In any given case, it might be necessary to report to one or more of the following agencies:[1]

a. Local authorities and school administration

b. Commissioner of Motor Vehicles

c. Department of Transportation

d. State Education Department

e. School insurance carrier

[1]For details see School Business Management Handbook No. 6, Transportation, published by the New York State Education Department.

The above reports, when required, are vitally necessary to give the protection provided not only immediately, but for future case references.

2) The driver's part. Because he is first on the scene, he should:

   a. Stop immediately; quickly survey passengers.

   b. Protect the scene, use flares, flags, etc.

   c. Render assistance to the injured. Send, don't go for help.

   d. Call police, local school authorities, if necessary.

   e. Get names and addresses of witnesses and/or passengers.

   f. Supply name, address, operators license number, vehicle registration to proper authority.

   g. Get similar information from other driver. Also, the name of his insurance carrier.

   h. Get names and addresses of occupants of other vehicles.

   i. Determine extent of injuries.

   j. Make notes of damages to vehicles or property.

   k. Refrain from trying to argue, place blame, make settlements, or sign statements.

3) Accidents involving personal injury

   a. Pupils and/or other personnel. The driver should fill out the appropriate accident report forms for any injury to a passenger. In cases where the driver is unaware of such incidents but is later notified by a parent or administrator concerning an alleged injury, he should fill out the appropriate form indicating that he was not aware of the occurrence of the incident.

The driver has the obligation to tell the truth and not to report on what students think they saw.

b. The driver and/or mechanics should immediately report all injuries, bumps, and scratches to authorized personnel, employed by the district, on appropriate forms that should be provided.

4) Accidents Involving Only Property Damage

a. All vehicular accidents should be reported on appropriate authorized forms, regardless of the nature of the incident.

Examples: Any minor scratch or damage to a vehicle should be reported to the administration of the transportation department immediately, on the appropriate forms provided. Any mishap involving another vehicle should be reported immediately, on the appropriate forms provided, to the administrator of the transportation department.

b. A summary file should be kept in the files of the transportation department which will supply immediate data for governing some of the work or areas necessary for further safety training.

5) All Accidents

All accidents regardless of their seriousness or whether personal injury resulted must be reported to the Division of Educational Management Services of the State Education Department. The forms necessary to report may be secured from this office. A list of other reports which must be filed in case of an accident and the circumstances under which they must be filed appears in School Business Management Handbook No. 6, Transportation, published by the State Education Department.

UNIT V

TESTING AND EVALUATION

1. Purpose of Unit

The purpose of this unit is both instructive and diagnostic. Experienced drivers sometimes tend toward carelessness and over-dependence on their personal ability without due regard for proper safety procedures. This unit can point up the need for constant alertness and the periodic re-evaluation of driving skills. A driver who knows his own limitations can compensate for them and become a safer driver.

2. Instructors

The instructors for this unit should be thoroughly familiar with the latest techniques in Driver Education, including the use of various psycho-physical testing devices. It is recommended that at least two trained instructors teach this unit.

3. Methods of Instruction

This unit is one which requires the active participation of all members of the class. It will be necessary to provide a suitable activity area as well as a lecture space.

In following the unit outline, it is suggested that one instructor introduce each topic with a brief lecture while the second instructor stands by to assist in the demonstration by using the appropriate instructional aid and/or testing device.

Upon completion of the lectures and demonstrations, sufficient time should be allowed for each student to be tested. A copy of the results of these tests should be given to each student and a duplicate copy retained by the instructor for forwarding to the student's transportation supervisor.

In both the demonstration and the student testing, it is of the utmost importance that the instructors maintain good control over the group so as not to allow individual members to become engrossed in a particular aspect of the lesson to the exclusion of the rest of the program.

It is recommended that the instructors who teach this unit assign advanced students or supervisory personnel to assist at each testing station, thereby allowing themselves time to exercise general supervision over the entire testing program.

An appropriate film strip may replace lectures or be used in conjunction with the lectures if the class is small. However, overemphasis upon lectures or films will decrease the time for individual testing.

It must be remembered that the emphasis in this unit is on individual participation so as to bring to the student an understanding of his own competency, the importance of good judgment, and the reliance on proper safety procedures.

4. Unit Outline

A. PSYCHOPHYSICAL TESTS

These tests are given by means of specially constructed devices. They measure elements that may affect driving performance.

1) Visual Acuity

a. Visual acuity is accurately and easily tested by a visual acuity machine. Standard charts are used and readings can be made with right eye, left eye or both eyes. The device is amply illuminated from within to describe clear, legible letters.

2) Field of Vision

a. The field of vision is the distance to left and right that a person can see when looking straight ahead.

b. A normal field is between 170 and 190 degrees.

c. "Tunnel Vision" is a field of vision of less than 140 degrees. A person with tunnel vision should not be permitted to drive a school bus since he cannot see cars or persons approaching from the side until they are directly in front of him.

d. The device which tests field of vision has accurately gauged, etched scales which provide a true measurement of the bus driver's degree of side vision. Levers operate silently and without betraying the instrument's movement.

3) Color Blindness

a. Color blindness is the inability to distinguish different colors accurately.

b. A driver must be able to distinguish colors in order to:

Distinguish between red and green traffic signals.

Recognize rear stop lights on cars.

Recognize characteristic red, yellow and green lights on trucks and buses.

Interpret traffic signs on red, yellow or white backgrounds.

c. A device which flashes red, yellow and green lights tests color blindness and gives an accurate interpretation of the bus driver's ability to distinguish traffic signals.

4) Night Vision

a. The effects of darkness and glare on an individual's eyes determine his ability to drive safely at night. Three qualities are necessary for good night vision:

Glare resistance.

Glare recovery.

Darkness adaption.

b. Night vision and glare acuity are measured by an instrument which simulates actual conditions of night driving and driving in the face of glaring headlights.

5) Depth Perception and Distance Judgment

a. This is the ability to judge the size, shape, distance and rate of motion of an object.

b. Judgment of depth and distance are required of a driver in certain important situations, for example:

In overtaking and passing another car.

In turning in traffic.

In turning within a limited space.

In judging the relative sizes and distances of objects and spaces ahead.

c. The school bus driver should have at least normal ability to judge depth, distance and speed.

d. Depth perception and distance judgement are measured by a device which, through the use of a mirror and lights, requires the subject to line up small model cars.

6) Foot Reaction Time

a. The driver's quick mental and physical response to a traffic situation is essential in the safe operation of a vehicle.

b. A device which requires the subject to apply a foot pedal as soon as he sees a light flash, accurately measures the speed of mental and muscular reaction.

7) Steadiness of Hand and Eye

a. A device which requires the subject to move a stylus between a narrow vertical opening tests steadiness of hand and eye.

b. If the subject achieves average or above average scores on other psychophysical tests, it would be unwise to attach too great significance to a low score on this device. It has not been conclusively demonstrated that this test measures to a reliable degree, a factor essential in safe driving.